Eastern Illinois University
Revised Course Proposal
**PHI 1000G, God, Freedom, Knowledge
and Values: An Introduction to
Philosophical Questions**

Please check one: ___ New course   _**X**_ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: PHI 1000G

2. **Title (***may not exceed 30 characters, including spaces***):** God, Freedom, Knowledge
   and Values: An Introduction to Philosophical Questions

3. **Long title, if any (***may not exceed 100 characters, including spaces***):**

4. **Class hours per week, lab hours per week, and credit [***e.g., (3-0-3)***]:** (3-0-3)

5. **Term(s) to be offered:**   — Fall   — Spring   — Summer   —**X** On demand

6. **Initial term of offering:** _**X** Fall   ___ Spring   ___ Summer   **Year:** _2013_

7. **Course description:** An introduction to philosophy through ancient, medieval, modern and contemporary
   sources. The course includes main areas such as ethics, metaphysics, epistemology, and philosophy of
   religion. On-campus students are excluded from online versions of this course.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

      - Indicate whether coding should be added to Banner to restrict students from registering for the
        equivalent course(s) of this course. ___ Yes   _**X**_ No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and
        technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the
        proposed/revised course.

      - Indicate whether coding should be added to Banner to prevent students from registering for this
        course if they haven't successfully completed the prerequisite course(s). ___ Yes   ___ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite
        course:

   c. **Who can waive the prerequisite(s)?**
      ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:**   _**X**_ Course may not be repeated.

      ___ Course may be repeated once with credit.

      Please also specify the limit (if any) on hours which may be applied to a major or
      minor.

    f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None

    g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] General Education Arts & Humanities, Writing Active

10. **Grading methods** (check all that apply): _**X**_ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

        ___ The grade for this course will not count in a student's grade point average.

        ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

        ___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

        ___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

        _**X**_ lecture ___ lab ___ lecture/lab combined ___ independent study/research

        ___ internship ___ performance ___ practicum or clinical ___ study abroad

        _X_ Internet ___ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

    1. List the student learning objectives of this course:

1. Students will be able to verbally express their own ideas regarding philosophical concepts and arguments.

2. Students will be able to analyze abstract philosophical arguments.

3. Students will be able to construct effective critical responses to given arguments.

4. Students will be able to construct original arguments in written essays.

5. Students will be able to critically evaluate ethical arguments and philosophical arguments in politics.

6. Students will be able to identify the major historical periods and major subject areas in philosophy.

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively. 1, 2, 3, 4 and 5**
- **EIU graduates will think critically. 1, 2, 3 4 and 5**
- **EIU graduates will function as responsible citizens. 5**

    b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Weekly Discussion Board Assignments, Weekly Quizzes, Midterm, Final, Response Video

Explain how the instructor will determine students' grades for the course:

Learning Objectives	Quizzes (20%)	Weekly Discussion Board Assignments (30%)	Midterm (20%)	Final Exam (20%)	Response Video (10%)
Verbal expression					X
Argument Reasoning	X	X	X	X	X
Critical Responses	X	X	X	X	X
Written Essay	X		X	X	
Historical Periods and Subject Areas	X	X	X	X	
Critical Evaluation	X	X	X	X	X

3. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
       a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Students will construct videos for work on verbal expression. Discussion boards will hone critical thinking skills and help students understand the readings. They will also facilitate a learning community. Essay exams will make plagiarism difficult and reinforce analytic and critical thinking skills.

    b. **Describe how the integrity of student work will be assured:** Plagiarism software such as Turnitin.com for midterm and final will check for duplication of work. Video responses identify students visually.

    c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Email, chat, and video conferences. Instructor participation in discussion boards.

4. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**

5. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

   PHI 1000G is writing-active course. The course requires weekly writing activities and includes essay exams and discussion board posts.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

PHI 1000 as taught online is divided into 15 weekly units, normally distributed evenly during a 15-week/50 minute course (45 classes) or a 15-week/75 minute course (30 classes), in which students will actively engage in discussion board posts, video lectures, quizzes and assignments. Students will be expected to spend approximately 100 minutes in discussion distributed through the week, watch 45 minutes of instructional video, and spend approximately 15 minutes completing a timed quiz. While more time is expected for reading and preparation, these activities will provide a weekly time commitment equivalent to traditional face-to-face classes.

Introduction to philosophy is a topics course that may include the following: Philosophy of Mind, Philosophy of Religion, Epistemology, Ethics, Social & Political Philosophy, and The Meaning of Life. Most topics span multiple weeks.

  Sample Course Outline
Week One: **Introduction: The Nature of Philosophy**
 1.1 What is Philosophy?
 1.2 The Traditional Divisions in Philosophy
 1.3 Socratic Method
 1.4 The Value of Philosophy

Weeks Two and Three: **Philosophy of Mind**
2.1 What is Human Nature?
2.2 The Mind Body Problem
2.3 Is There an Enduring Self?

Weeks Four and Five: **Philosophy of Religion**
4.1 The Significance of Religion
4.2 Does God Exist?
4.3 Atheism, Agnosticism and The Problem of Evil
4.4 Non-Traditional Religious Experience

Weeks Six, Seven and Eight: **Epistemology**
5.1 Why Is Knowledge a Problem?
5.2 Is Reason the Source of Knowledge?
5.3 Can the Senses Account for All Our Knowledge?

Midterm

Weeks Nine, Ten and Eleven: **Ethics**
6.1 What is Ethics?
6.2 Is Ethics Relative?
6.3 Do Consequences Make an Action Right?
6.4 Do Rules Define Morality?
6.5 Is Ethics Based on Character?

Weeks Twelve and Thirteen: **Social and Political Philosophy**
7.1 What is Social and Political Philosophy?
7.2 What Justifies the State?
7.3 What is Justice?
7.4 Limits on the State

Week Fourteen: **The Meaning of Life**
8.1 Does Life Have Meaning?
8.2 The Theistic Response to Meaning
8.3 Meaning and Human Progress
8.4 The Nihilistic Rejection of Meaning
8.5 Meaning as a Self-Chosen Commitment

Week Fifteen: Reflection
9.1 Review
9.2 Final

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** The course is placed in the Humanities and Fine Arts segment of the general education program. Introduction to Philosophy focuses upon the interpretation of primary texts and introduces students to philosophical methods and sources for reflecting critically upon science, religion, the arts and what philosophers refer to as "the human condition." The course is introductory level and presupposes no prior knowledge of the material. It is therefore appropriately listed as PHI 1000G.

   b. **If the course or some sections of the course may be technology delivered, explain why.** The technology-delivered version of PHI 1000G fills the need for online Humanities and Fine Arts General Education courses in Philosophy. This is well suited to meet the needs of nontraditional students pursuing degrees in any field who need to master critical thinking and writing skills to bring to their chosen course of study.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** PHI 1000 is a lower division course with no prerequisites.

3. **If the course is similar to an existing course or courses, justify its development and offering.** The course does not duplicate any existing course.

   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

   b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** This is the addition of an online version of the course. It will not affect the number of current traditional classroom offerings of this course.

4. **Impact on Program(s):**

   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** PHI 1000G counts as an elective toward the Philosophy major.

   b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Jonelle DePetro, Jason Waller, Phil Thompson, Teresa Britton and other qualified Philosophy faculty.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Descartes, Rene. *Meditations on First Philosophy*. Trans. Ed. John Cottingham. Cambridge: Cambridge University Press, 1996.

Velasquez, Manuel, ed. *Philosophy: A Text with Readings*. 10th ed. Boston: Wadsworth Cengage Learning, 2014

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 2/22/2013

Date approved by the college curriculum committee: 3/06/2013

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: 4/04/2013　　**CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages,

from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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